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A study of the health and physical education programs of the Hecht House, Boston Y.M.H.A., and Lynn Jewish Community Center and their relationship to group work.

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Thesis
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1951

BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK

A STUDY OF THE HEALTH AND PHYSICAL
EDUCATION PROGRAMS OF THE HECHT HOUSE,
BOSTON Y.M.H.A., AND LYNN JEWISH COMMUNITY
CENTER AND THEIR RELATIONSHIP TO GROUP WORK

A Thesis

Submitted by

Daniel Wolf

(B.S., Boston University, 1948)

In Partial Fulfillment of Requirements for the
Degree of Master of Science in Social Service

1951

BOSTON UNIVERSITY
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CHAPTER I
INTRODUCTION

The era of increasing leisure time brings with it the problem of how best to meet the psychological and physical needs of individuals which remain unmet during the vocational experience. Health and physical education is one way of meeting these needs.

To use leisure rightly: this phrase brings us to the qualitative consideration of need. Certainly, no reflective person desires that this vast amount of free time - twenty-two per cent of the total - shall become another manifestation of waste. Wherever there is waste there has been a prior lack of foresight and planning. But it is much more difficult to plan for leisure than for work because the usual pecuniary incentives are absent. Besides, there are still many citizens who believe that each individual should be left to use his leisure in his own way. As intimated above, they interpret freedom as lack of organization. The number of thinking citizens who have come to recognize the hazards involved in free time for which suitable channels of expression have not been provided is, however, steadily increasing. They are now asking this basic question: "What basic needs of people may be appropriately met through planned leisure?"

A thoroughgoing response to this question would lead the inquirer to a critical analysis of contemporary culture. He might begin by posing first of all this problem - 'What opportunities for balanced growth of the organism and the personality are lessened by the exigencies and compulsions of contemporary life and work?'

1 Eduard C. Linderman, Leisure, A National Issue, p. 30. (New York: Association Press, 1939)

PURPOSE OF THIS STUDY

The purpose of this study is to investigate the physical and health education programs in certain selected Jewish Community Centers in Greater Boston, with a view to discovering the relationship of health education for group work principles at these centers. Questions to be answered are as follows:

1. How does the health and physical education program of a Jewish Community Center fulfill the individual needs of members? Only certain aspects of individual needs which are such an important part of group work will be treated in this study; such as the need for growth through the media of democratic self-government and the recognition and development of indigenous leadership.
2. Is there a place for democratic self-government within the physical education program?
3. How is indigenous leadership recognized and developed?
4. What is the relationship between the health and physical education program of a Jewish Community Center and other agency programs?
5. What factors affect the physical director's understanding of the group work process?

METHODOLOGY

In the selection of agencies, the following factors were considered:

1. The agency was one whose philosophy centered around the validity of the group work process.

2. The agency was anxious to cooperate in the area of research.

3. The agency had a formalized health and physical education program with at least one full-time paid professional.

Answers to the questionnaire were secured through personal interviews. The physical education directors answered questions which related to program activities in the gymnasium; their role in relation to the gymnasium and group work program; and factual information in terms of experience and educational background. The directors of activities volunteered information relating to agency policy, and administrative goals and aims. Additional facts in relation to boards of directors, health clubs, and the relationship of athletic to non-athletic program were ascertained from periodic written reports to the membership.

In addition, the investigator reviewed the literature in the fields of group work and physical education, as evidenced by the titles in the bibliography.¹

Those workers interviewed were asked to keep the subjective element to a minimum, as the investigator took pains not to load the questions and recorded the answers as objectively as possible.

1 See Appendix.

SCOPE

CENTERS STUDIED

The investigator selected the following agencies for his study:

1. Hecht House, 160 American Legion Highway, Dorchester, Massachusetts.
2. Lynn Jewish Community Center, 45 Market Street, Lynn, Massachusetts.
3. Boston Y.M.H.A., 108 Seaver Street, Roxbury, Massachusetts.

These three centers of Greater Boston are the only Jewish group work agencies, except for the Brockton Jewish Community Center, which have large gymnasium facilities and full-time instructors. The investigator did not study the Brockton Jewish Community Center because of the limitations of time and travel.

RELATED STUDIES

Berthold Demsch¹ recommends:

1. The physical education program of a Jewish center should not be an "isolated segment" but an integral part of the total center aims.
2. There should be a wholesome balance between inter-center activities and intra-center activities in order to meet the needs of all the membership.

Hyman Rosnick² suggests:

1 Berthold Demsch, "A Scorecard and Standards for Evaluating the Organization, Administration and Supervision of Health and Physical Education in the Jewish Community Centers of the United States." 1950. p. 60. (Boston University)

2 Hyman Rosnick, "Administration of Physical Education Programs for Jewish Community Centers with Limited Facilities." 1938.

1. Jewish centers without any physical education facilities can still carry on a program by using community resources.

2. Group work principles are as important in physical education as in other phases of social work.

3. The responsibility for the failure to provide a balanced physical education program rests more with the center leader than with the community resources.

Dr. Oscar I Janowsky¹ found as a result of his study that:

1. Health education in its broadest manifestations has been neglected in the Jewish center.

2. There must be stronger guidance in this area from the national office of the Jewish Welfare Board.

It is generally accepted that the function of the Jewish Community Center is to meet the needs of the Jewish individual, the Jewish group and the general community. It strives for the positive survival of the Jewish group in American democracy.

The Center strives to strengthen the contribution of the Jewish group to its own cultural enhancement, while, at the same time, formulating a real sense of belonging and affiliation in the deep rooted American heritage.

Health and physical education can be one of the means of meeting the function of the Jewish Community Center. Furthermore, it is accepted among physical educators and social workers that physical well being is one of the bases on which purposeful activity is cultivated.

¹ Oscar I. Janowsky, Jewish Welfare Board Survey. (New York: Dial Press, 1948)

The following objectives of health and physical education in the Jewish Community Center demonstrate the need and importance of group work in athletics:

1. To foster situations where the individual can see how he relates to others and where he appreciates his part in the specific activity.
2. To provide experiences that are in line with accepted emotional development.
3. To instill the idea that wise management of leisure time requires thought and a wide range of interests...
5. To develop a program in the center that not only parallels but gives direction to physical activities in the community at large.
6. To synthesize the health and physical education program with good group work aims.
 - A. To involve as many of the group work professionals in the physical education program as assistants.
 - B. To work and plan with other departments the use of records that can be intelligently utilized by both departments.
 - C. To serve as resource guides for the group work program.
 - D. To understand that the individual's previous experiences and the immediate social situation must both receive consideration in the work within the classes.¹

The above-mentioned six points stress the need and importance of the group work process in the health and physical education program of the Jewish Community Center.

Another writer demonstrates his belief in the group work process by the following:

1 Berthold Demsch, Op. Cit.

Those physical education instructors who became interested in the group work process as a method in the nineteen thirties began to ask themselves, "To what extent do I give attention to:

1. The health and personality needs of participants?
2. The status accorded members of teams, classes, clubs, committees?
3. The personal responses of group members to one another in group situations?
4. The amount and kinds of contributions members make to the group life of an organization?
5. The kinds of appreciation and attitudes which are being developed because of this group experience?
6. The reaction to failure and success?
7. The amount of skill of a social nature acquired?"¹

DEFINITION OF TERMS

Physical Education

Physical education is education in its application to the development and care of the body, especially with reference to instruction in hygiene and systematic exercises.

Health Education

Health education is education in its application to the well being of the individual in body, mind and soul. It concerns itself with the prevention of disease or cure of disease which is already present.

In this study, the term physical education is used to

¹ Harry D. Edgren, "Group Work in Health and Physical Education", A Decade of Group Work, 1940.

include all formal program activities in the gymnasium. The term health education is used in reference to the Jewish Center Health Clubs and all informal exercise activity in the Health Clubs and in the gymnasium. Activities included within the area of physical education include competitive athletics, team games, rhythmic activities, and group gymnastics. Also, the term, used in a broad sense, includes athletic councils and committees, free play, contests and any type of program emanating from the interactions which might take place on the councils and committees. Health education activities include individual gymnastics, apparatus work, and instructional films.

CHAPTER II

GROUP WORK AS A METHOD IN PHYSICAL EDUCATION

After years of discussion 'what is social group work' it is a pleasure to be able to say that there is growing agreement that group work is a method in social work. Group work is not a profession - social work is the profession. Group work is not an agency - it is a way of carrying out all or part of the function of an agency. Group work is not a particular kind of a group or program - it is a process to use in varying degree with many groups. Group work is not a type of service - it is a way of rendering various community services. Group work is not a particular activity - it is work with people in relation to each other. Group work is a method of developing and utilizing the processes of interaction within groups. The desired outcome is the social development of the individual and the groups in the community. Its usefulness in social work is emphasized by the following description 'Modern Social work may be described as a professional service to individuals for the purpose of assisting them, as people, to attain satisfying relationships and standards of life in accordance with their particular wishes and capacities and in harmony with those of the community.'¹

Mr. Trecker, in his definition of group work as a method in social work, also observes that group work is a method of carrying out all or part of the function of an agency. Part of the function of a Jewish Community Center is to meet the needs of the Jewish group. Many of these needs are met in the area of physical education. It would follow, therefore, that group work is an important method within the physical education area in a Jewish Community Center.

History of the Acceptance by Physical Educators of the Group Work Process

¹ Harleigh B. Trecker, Group Process in Administration. The Women's Press, 1948. p. 50.

The health and physical educators of the informal agencies were the first to become interested in using the group work process. Group work literature began to affect leaders in health and physical education in the following ways:

1. They commenced to investigate the extent to which they were now using group work principles.
2. They began to concern themselves with how to improve group work practice.
3. They recognized that there was interaction among members of a team, and that a team was a group which did encourage the development of a "we" feeling.

Many physical educators began to incorporate many of the criteria of good group work practice, recognizing that the blanket use of all the criteria was as yet impossible. Physical education was beginning to be considered important in terms of the effect on the participant. Physical education began to ask itself how the health and physical education program could meet the basic needs of individuals.

Today we find physical and health educators more interested than ever in understanding and using the group work process. They are now beginning to recognize its uses in their program. The group work process will soon become a part of the accepted method of this great body of educators, whose potential contribution to the good life of all participants will increase as they more fully recognize the potentials of this process in their field.¹

1 Harry D. Edgren, "Group Work in Health and Physical Education," A Decade of Group Work, 1940. p. 31

CHAPTER III

HISTORY AND PHILOSOPHY OF THE JEWISH COMMUNITY CENTER AND
PHYSICAL EDUCATION AS RELATED TO GROUP WORKWhat is it?

The Jewish Community Center is an American institution which recognizes the rights of all cultural, religious and social groupings.¹ It is a communal agency which recognizes the diversity of expression among these various groups in Jewish life. It is a program of service for the individual, the Jewish group and the general community. It is a Jewish fellowship, based upon the natural desire for association and identification with Jewish life. It, the center, is the place in which one can cultivate through his experience as well as the acquisition of knowledge, the attitudes, appreciations and values that make for a satisfying and constructive life in American society.

What is its role?

In planning to meet Jewish needs, centers emphasize a positive identification with Jewish life, an intelligent understanding of Jewish issues and an alert awareness of the implications of the future for the Jewish people in this country and abroad. It is the thesis of the Jewish center that experience in Jewish Group living is necessary for each individual's fullest development.

1 Oscar I. Janowsky, Jewish Welfare Board Survey (New York: Dial Press, 1948). P. 64.

History

In the early 1840's, the predecessors to the Jewish center arose in the form of Jewish literary societies. The first Young Men's Hebrew Association was organized in Baltimore in 1854.¹ The movement was greatly accelerated upon the formation of the New York Young Men's Hebrew Association in 1874 and the Philadelphia Young Men's Hebrew Association in the following year. It was not until 1888 that the Young Women's Hebrew Association was organized as an auxiliary to the New York Young Men's Hebrew Association. By 1890 over one hundred associations had made their appearance with varying degrees of success. The organization of these local associations continued at a rapid rate. So much so, that by 1912, the National Council of Young Men's Hebrew and Kindred Associations was organized to meet the need for exchanging experiences and ideas, for creating standards of work, for formulating philosophy and purpose and for stimulating the growth of a national movement. A year later, the first convention was held, with sixty-five local associations and four regional organizations represented.²

Resources Affiliate - Jewish Welfare Board

In 1917 the Jewish Welfare Board was organized to represent

1 Benjamin Rabinowitz, The Young Men's Hebrew Association (1854-1913) (Philadelphia: Jewish Publication Society, 1947) P. 5.

2 Rabinowitz, Op. Cit., P. 85

the Jewish community in the United States for the purpose of cooperating in the program of welfare work for American soldiers, sailors and marines during the First World War. Upon the termination of World War I, the Jewish Welfare Board continued its interest in army and navy work, as well as in community work and in serving young people in civilian life. In 1921 the Jewish Welfare Board merged with the Council of Young Men's Hebrew and Kindred Associations; thus, the Jewish center movement, as it is known today, was launched.

In a period of twenty-five years, the National Jewish Welfare Board grew into an important force in Jewish community life. In 1943 there were two hundred ninety-three Jewish centers affiliated with the National Jewish Welfare Board, with a membership of over three hundred and ninety thousand children, young people and adults. In 1947 there were three hundred fourteen Jewish centers affiliated with the National Jewish Welfare Board, with a total membership of well over four hundred fifty-four thousand.¹

1 "Annual Report", Jewish Welfare Board, 1947. P. 9.

HISTORICAL DEVELOPMENT OF HEALTH AND PHYSICAL EDUCATION
IN THE JEWISH CENTER

The movement of physical education in the Jewish Community Center parallels that of the Young Men's Christian Association in some respects. Rabinowitz tells us:

The Young Men's Hebrew Association inherited its educational facilities, the library and the reading room, and the auditorium, from the literary associations; and its recreational facilities, the gymnasium, bowling alleys and billiard rooms, from the social clubs of that period. The widespread establishment of the Young Men's Christian Association with institutional features accelerated the opening of similar facilities by Young Men's Hebrew Association.¹

Programs of athletic activity were offered in New York City's first Young Men's Hebrew Association within a year after it was founded in 1874. Gymnasium equipment was installed in 1875 and a completed equipped gymnasium was opened in 1877. There arose the problem of whether the gymnasium should be open on the Sabbath. A compromise was reached whereby the gymnasium was kept open on the Sabbath for "lighter exercise" only, and members were not allowed to practice on the trapeze and horizontal bars. The New York Young Men's Hebrew Association employed a full-time gymnasium teacher in 1880.

Early records show that the teachers in the Young Men's Hebrew Association were usually called "professors" and were

¹ Benjamin Rabinowitz, The Young Men's Hebrew Associations (1854 to 1913) (Philadelphia: Jewish Publication Society. 1947) P. 3.

graduates of the "Turner" colleges of the period.

During the next fifteen years, at least a score of the Young Men's Hebrew Associations maintained gymnasiums. By 1900, seventeen Young Men's Hebrew Associations had gymnasiums, some of which were located in the following cities:

New York, New York
Philadelphia, Pennsylvania
Newark, New Jersey
Selma, Alabama
Detroit, Michigan
Cincinnati, Ohio
Savannah, Georgia

The Baltimore Young Men's Hebrew Association employed a physical instructor and conducted a gymnasium exhibition in 1881. An annual exhibition of the gymnastic class of the Boston Young Men's Hebrew Association was reported in 1885, and by 1890 physical instructors were employed by the Young Men's Hebrew Associations of Cleveland, Philadelphia, Cincinnati, and Savannah.

In 1910 the Jewish community of Indianapolis started to raise money for a Jewish center. In 1913 it was opened and contained a gymnasium, swimming pool and playground. This was a real step forward for modern facilities of physical education for the Jewish center.

Growth in facilities continued at a rapid rate. Ample space was devoted to the physical education emphasis. The acquisition of facilities was accelerated by the Council of the Young Men's Hebrew Association and Kindred Associations and in particular by its successor, the National Jewish Welfare

Board, with which the Council was merged in 1921.

That the Jewish center and the National Jewish Welfare Board favored a place for physical education in the program is borne out by the constitution of the Jewish Welfare Board established in 1921.¹

Of the three hundred twenty-five organizations affiliated with the Jewish Welfare Board in 1937, one hundred seventeen had gymnasiums with a total enrollment of one hundred fifty thousand gymnasium members. Today there are well over one hundred twenty-five, with a far greater attendance.

Wartime interest in health and physical fitness, particularly as evidenced in the armed forces, has proven the forerunner of expanded health program in Jewish centers. Although in this area centers have a great shortage of ideal facilities, they are responding to the new needs by improvising with old resources and equipment and by using extension facilities, all the while planning for adequate facilities as soon as possible.

From the one "professor" of the 1877 New York Young Men's Hebrew Association, the field of physical education in the Jewish center has grown to over more than one hundred twenty professionals. These health education directors serve on Amateur Athletic Union Committees in all sports and a few have

¹ Oscar Janowsky, Jewish Welfare Board Survey (New York: Dial Press, 1948) P. 69.

served as coaches for United States Olympic teams.

In 1948, the National Association of Jewish Center Workers organized for the first time in its history, a permanent committee on health and physical education. The functions of this committee as outlined follow:

1. To explore this professional aspect of this branch of the larger field of Jewish center work.
2. Explore professionally those objectives and functions of health and physical education program in terms of meeting needs of Jewish boys, girls and adults.
3. Promote discussions of the problem raised in the various chapters of the National Association.
4. Prepare material for special issues in "The Jewish Center Worker".
5. Submit reports to the membership at the annual conference.
6. Arrange special sessions on this subject at the National conference.
7. To cooperate with the newly organized Department of Health Education and Camping of the National Jewish Welfare Board.

In 1947 the National Jewish Welfare Board recognized the need for special service in physical education and put on a special consultant in health and camping.

The annual meeting of the National Jewish Welfare Board delegates, convening in Pittsburgh in 1947, went on record recommending the desirability of establishing a nation-wide Jewish Physical and Health Education Council.

As the health needs of the nation become more apparent and the social consciousness more sensitive, the role of the health

educator in the Jewish Center will expand.

CHAPTER IV

THE CENTERS STUDIEDHECHT HOUSEBrief History

Hecht House was organized in 1889 in the North End, as the Hebrew Industrial School, to prepare immigrant girls for work in industry, especially in the needle trades. In 1920, upon the death of its founder, Mrs. Jacob Hecht, it moved to its own building on Bowdoin Street in the West End and was incorporated in 1922 under the name "Hecht Neighborhood House". With a shift of the Jewish population from the West End, Hecht House in 1936 was moved into its present quarters at 160 American Legion Highway in Dorchester. It is affiliated with two national agencies, the National Federation of Settlements and the National Jewish Welfare Board. Hecht House is a constituent agency of the Associated Jewish Philanthropies of Greater Boston.

Membership

Its membership, open to boys and girls, men and women of all ages, comes from all parts of Greater Boston, but Hecht House serves chiefly the Roxbury-Dorchester-Mattapan area. This area is approximately three miles long by one mile wide. Starting with its Nursery School of fifty-eight children (ages two to four years) its age groupings are: Juniors (thirteen years and under), Intermediates (fourteen to seventeen years inclusive), Seniors (eighteen to twenty inclusive), and

Adults (twenty-one years and over). There are no extra charges for classes, excepting for Health Club (adults only), for which there is an additional fee of seven dollars.

Health and Physical Education Facilities

Health and physical education facilities include a gymnasium, locker and shower rooms, special exercise rooms, basket room, Health Club, including steam room, sun lamp room, massage room, locker and shower rooms.

Programming

Hecht House day begins at eight-thirty a.m. with nursery school. At two-thirty p.m. activities for primary and elementary schools begin. These include gymnasium, arts and crafts, music, dancing, sewing, dramatics, story telling, library, ceramics, woodwork, science, game room, Scouts, Cubs, and Brownies. Hecht House is open every evening, excepting Friday and Sunday, at seven p.m. for high school youth, young adults, and adults. Activities include clubs, gymnasium, arts and crafts, music, ballroom dancing and modern dancing, dress-making, dramatics, ceramics, cabinet making, game room, and a Health Club with steam room and solarium for adults.

Administration

Hecht House is governed by a Board of Directors elected by and from its adult membership. The administrative chart shows the Executive Director responsible to the Board of Directors. Formerly, there were forty members on the Board of Trustees. This board was removed from the constituency and was a self-

perpetuating group until this year. Most of the board consisted of professional and prominent leaders from outside of the community and were middle class to upper class economically. For the most part, members of the board were non-participants in the program of the center. A change to a membership board has now taken place. As a result, many board members now participate actively in the health and physical education program at Hecht House.

The four departments are as follows:

1. Program department
2. Nursery department
3. Clerical department
4. Maintenance department.

The Program Department is headed by a Director of Activities with a staff of two assistants, a gymnasium director, forty-six part-time workers and sixty volunteers. For summer day camp forty counselors are employed. In addition, field work students are assigned from the Boston University School of Social Work. The Nursery School staff includes a Director, six teachers and a cook. Students do field work here from Wheelock College, Nursery Training School, and Boston University School of Nursing.

Enrollment

October 1 to May 31, 1950

Juniors	1234
Intermediates	1323
Seniors	176
Adults	<u>1091</u>
<u>Total</u>	3824

PHYSICAL EDUCATION AT THE HECHT HOUSE

The history of the Hecht House gymnasium program for adults shows that the adult leadership since its inception had little or no interest in such activity. Fifteen years ago Hecht House moved to Dorchester and in its new quarters made no provision for adult gymnasium facilities. It never had a full-time gymnasium director and had at best a succession of part-time, untrained, gymnasium personnel. The result has been little or no adult gymnasium activity. It should be noted that in recognition of this fact the gymnasium has just been remodeled and adult facilities have been installed, and, for the first time in its history, a full-time, trained physical education director is now employed by the agency.¹ As a result, the full-time health and physical education instructor, in cooperation with the director of activities, has developed a rounded program of gymnasium activities. It should be noted that the juniors participate in physical education activities on every weekday afternoon, excepting Sundays. Provision is made for junior girls' gymnasium activities

1 Hecht House Annual Report to the Membership, 1950.

on Monday and Wednesday afternoons. Junior boys' gymnasium activities take place on Tuesday, Thursday and Friday afternoons. Intermediate and Senior physical education program is offered on every weekday evening, excepting Friday, when the agency is closed. Girls' gymnasium activity takes place on Monday evenings and Wednesday afternoons. Boys' physical education program takes place on Tuesday, Wednesday and Thursday evenings in addition to Sunday afternoons. Adult women may take advantage of the Health Club on Monday and Wednesday evenings, as well as gymnasium activities all day Mondays. Adult men, as well as young adults, use the Health Club at various hours during the week. The health and physical education program at Hecht House is important in relation to the over-all activities program, in terms of time allotted, number of gymnasium activities and the age groups which are served.

LYNN JEWISH COMMUNITY CENTER

Brief History

The Lynn Jewish Community Center was formerly known as the Lynn Young Men's Hebrew Association, and was located a block away from its present location. Since the acquisition of the new, very large quarters at 45 Market Street, it has become affiliated with the Jewish Welfare Board and is called a Jewish Community Center.

Membership

Categories of membership are the following: juveniles

(age six through nine years), juniors (age ten through fourteen years), intermediates (age fourteen to seventeen years), young adults (age eighteen to twenty-five years), and adults (all persons over twenty-five years). The following shows membership figures on all youth levels for the year 1950:

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Juveniles	102	79	181
Juniors	173	68	241
Intermediates	117	82	199
Seniors	<u>104</u>	<u>33</u>	<u>137</u>
			758

Health and Physical Education Facilities

Health and physical education facilities include two gymnasiums; one large and the other somewhat smaller. There are locker and shower rooms; one for the male membership and one for the female membership. There is a special exercise room in addition to the Health Club, which includes locker and shower rooms, massage and sun lamp rooms and a special steam room.

Programming

The activities of the juvenile division, age six through nine years, include movies, novelty shows, camp reunions and the celebration of various national and religious holidays. The juniors participate in discussions, dances, and talent nights; the intermediates, are served through the Youth Council, Intermediate Lounge, special interest groups and friendship clubs. The Young adults participate in a center-sponsored

group, Club Question Mark; activities include dramatics, socials and informal athletics. The adult division has the responsibility of planning cultural activities for the entire membership.

Administration

Directly responsible to the Executive Director are the Director of Activities and the Director of Physical Education. The latter has a staff which includes a part-time assistant male, a part-time women's assistant, a part-time golf instructor, a part-time tennis instructor, a basket room attendant, a masseur, and two masseuses. The Board of Directors is made up of forty-five members, the majority of whom are active on the various committees. These committees include Physical Education and Camp Simchab. The Board of Directors meets twice a month. The majority of board members are active in the life of the Center, especially in the health and physical education activities.

Physical Education at the Lynn Jewish Community Center

The program for juniors during the week is rather limited, inasmuch as the Center avoids programming in conflict with Hebrew School hours for children. Saturday night is designated as one of the scheduled periods. A league, consisting of three teams, was in operation at the beginning of this year. Six teams are now organized and over forty boys participate on teams in the Wild Animal League.

The intermediates, exclusive of team and club competition,

participate in an organized gymnasium program on Monday and Tuesday nights and Tuesday and Thursday afternoons. The intermediate boys in the spring have been allocated what was formerly a Junior Varsity practice session on Wednesday nights, and are engaged in a Spring House League. Gymnasium classes for intermediate girls are held on Tuesday nights. On Wednesday afternoons special interest golf and tennis activities are offered in the gymnasium.

The seniors participate in a House League on Monday nights. The senior girls participate in the modern dance and golf lessons on Tuesday nights. The adult men take advantage of Monday and Wednesday evening classes in volleyball, paddleball, handball and golf, as well as the Health Club every weekday except Tuesdays and Thursdays. There is an additional thirty-five dollar fee for the use of the Health Club facilities by the adult men. The adult women have the Health Club facilities both Tuesdays and Thursdays. Badminton, paddleball, volleyball and shuffleboard are a few of the activities. Many take lessons in modern dance, golf, and tennis, under professional supervision.

As is the case at Hecht House, health and physical education programming is important in relation to total program activities in terms of time allotted, numbers of participants, size of professional staff and the budgetary allotment.

BOSTON Y.M.H.A.

The Boston Y.M.H.A. is located on Seaver Street, in Roxbury. This is a residential area and the center is situated on the fringe of a heavily concentrated Jewish community. Several years ago, Jewish families began to move away from this area. However, the building is still used to capacity by Jewish membership. The district is completely residential and the center has the benefit of natural outdoor grounds, being across the street from Franklin Park. It is twenty minutes away from the center of Boston by automobile or street car.

The center is a wooden structure which may have been a large house at one time. A new brick building in back of this one houses its gymnasium facilities. It has an auditorium which can seat five hundred people, an arts and crafts room, eleven meeting rooms, a regulation gymnasium with a balcony and seating capacity of five hundred to seven hundred. It has a steam room, showers, and a handball court; two lounges, capacity of thirty each (one for men and one for women); a wood working shop; a dark room; and five bowling alleys.

The center shares in service to Jewish people from Roxbury, Dorchester and Mattapan. There are approximately seventy thousand Jewish people in this area, and they are so concentrated that they comprise from eighty to ninety per cent

of the population in these areas.

The economic status of the membership is lower middle class. The Board is a membership board, comprised of thirty people whose economic status ranges from low middle class to upper middle class.

Membership in the agency is twenty-four hundred, of which eleven hundred are adults, divided into six hundred males and five hundred females. Adult dues are \$12.00 for gymnasium for men, \$5.00 for house membership for men, \$6.00 for gymnasium membership for women, and \$3.00 for house membership for women.

The professional staff of the Boston Y.M.H.A. includes the Executive Director, Activities Director, Health Education Director and the Assistant Activities Director. The program is designed to meet the needs of individuals, special interest groups, clubs and organizations.

The ages of six to twelve years participate in the following special interest clubs: Arts and Crafts, Friendship Clubs, Photography, Gym, Music, Chess, Dancing, Nature and Science, and Dramatics. These clubs are led in a creative manner and include a wide variety of activities and programs. Leaders are carefully selected on the basis of experience, maturity, skills and interest in children. Monday through Friday, two-thirty p.m. to five p.m., Juniors from the ages of thirteen to fifteen years also participate in supervised afternoon social clubs.

A majority of teen agers, thirteen through eighteen years, are members of the sixty-five odd social clubs (friendship groups). Each group plans its own program of social, athletic and cultural activities, in cooperation with its advisor and the "Y" staff. The Youth Lounge is open afternoons and evenings. Many groups belong to the various athletic leagues, game rooms, lounge and bowling. The Inter-Club Council affords the groups a chance to plan dances, holiday events, carnivals and rallies with other clubs.

Many special interest groups attract young adults and adults. The following is a list of these groups: Metal crafts, Creative arts and crafts, Oil painting, Public speaking, Discussion, Forum and Parents groups.

The Recreation and Health Program and its facilities are included within the respective house membership rates to all members up to and including fifteen years of age. Individuals sixteen years of age and above are required to pay an additional fee to participate in any type of gym program. For youth, included in the classification Recreation and Health Program are recreational games, Sunday afternoon basketball league and self-testing activities. For adults, there are conditioning classes, sunroom and steam room.

PHYSICAL EDUCATION PROGRAM IN THE BOSTON "Y.M.H.A."

This agency was organized about fifty years ago by a group of interested men in the West End of Boston. The emphasis

very early was on a physical education program. About twenty years ago the Boston Y.M.H.A. had the most powerful basketball team in the city, and the most publicized and followed games were those in which the "Y" participated. This was an era of commercialized teams, and the revenue from fans attending these games was an important item in the budget of the agency.

Because of the primary status of the athletic program, the leadership and the government of the center was in the hands of the athletic department. Another important aspect of this situation was the fact that the great emphasis on gymnasium carried with it the need for a gymnasium director to be in charge. As a result, the Boston Y.M.H.A. is one of the two centers covered in this study which has had a physical education director continuously for many years. It might be noted as interesting the fact that the present president of the Y.M.H.A. board of directors was the former physical education director.

In recent years this agency has abandoned the field of commercialized basketball, and in the last five years a complete change has taken place in the philosophy of the center with regard to its physical education program. There has been a complete de-emphasis on basketball as a commercialized sport and a trend toward the adoption of modern group work concepts and techniques has resulted.

While many of the people who were interested in the commercialized form of gymnasium program dropped out of the

picture when this change was brought about, the net result has been positive from many other angles. Today the Boston Y.M.H.A. presents a more varied gymnasium program. There is wider participation and use of the gymnasium by all age groups and both sexes, the approach is from the education point of view; there is now equal competition on an amateur basis between constituent agencies; there is a diminishing of influence by gymnasium elements in the administration of the agency and an emergence of membership and community leadership interested in the over-all program.

CHAPTER V

THE HEALTH AND PHYSICAL EDUCATION PROGRAM
AS IT RELATES TO THE NEEDS OF THE MEMBERS

What are the individual needs that should be met by the physical education program? A Jewish Center physical education instructor feels that:

Activity in physical education in the final analysis is life and living; not merely an incidental technique, or particular skill. The program should be outlined with reference to the problems to be met. The program must be directed toward the acquisition of understandings in democratic behavior. A truly democratic program will create an atmosphere in which the staff members demonstrate their beliefs in action by including membership in shaping and planning - where the worth of the individual is made explicit in action - where responsible action is stressed - where pliability of prescription is suited to individual needs.¹

Individual needs that should be met by the physical education program are as follows:

- A. The need for developing nemo-muscular skills.
- B. The need for learning proper habits, knowledge and attitudes and ideals toward healthful living.
- C. The need for acquiring an interest and joy in skills, sports and other activities which are meaningful now and which may be carried over into later life.
- D. The need for an opportunity to exercise such desirable traits as leadership, fellowship and cooperation which are so

¹ Milton Gold, "New Aspects of Program in Physical Education", Supplement to the Jewish Center Worker, 1950, Atlantic City.

necessary within a democracy.

E. The need for the development of such character traits as fair play, courtesy, honesty, self control, loyalty and good sportsmanship.

F. The need for growth physically, psychologically, emotionally and socially.

With the focus on these needs, the investigator will examine the health and physical education programs of the three centers involved in this study.

HECHT HOUSE

The staff of Hecht House does not view the individual's participation in the health and physical education program as a "catch as catch can" arrangement. All new members of the Hecht House and all old members at the time of registration are seen individually by the staff "intake worker". This process is used for every age group. The following are the duties of the "intake worker":

1. Interpret to the member what activities (including health and physical education activities) the center has available for his use.
2. Ascertain the member's interests and needs.
3. Follow through by matching the activities available with the member's interests and needs. If the member's primary interests were in the area of athletics, the "intake worker" would introduce him to the physical education staff.

The individual needs of club members are recognized by the

club advisor, who, generally, has a closer relationship than other staff members in the agency to the individual members of his or her own group. Many of these needs can be met through the active role of the advisor in physical education activities. In recognition of this, within the past few months a "basketball clinic" was formed for club advisors, at which they would learn the fundamentals of coaching. Also, leaders' meetings are held, at which times advisors become acquainted with club programming in the gymnasium. The focus is on what an activity means to a group and the individuals therein. Thus, the advisors, who are well acquainted with the interactions taking place, are aided in the understanding of how to work with the physical education specialist to impart to their club members in the area of athletic instruction. In addition, special basketball and volleyball instruction is given by the professional to the participants in the physical education program.

For the intermediates, ages fourteen to seventeen years inclusive, there has been organized an intra-mural basketball league. Clubs are classified according to age and ability, in order to keep the league as well balanced as possible. There are practice sessions during the week assigned to the respective clubs. In this way, each club member, regardless of physical education ability, is afforded a chance to participate.

Our common purpose in center work today should be on the individuals we serve rather than the activities they pursue.¹

During the season, Wednesday night is open so that boys who do not belong to any club or who do not play for their club team may have the opportunity to be instructed in the fundamentals of basketball, volleyball, boxing and wrestling.

Monday night is girls' night in the gymnasium and many clubs challenge each other in games of volleyball, basketball, and badminton. Hecht House is in a position to afford an opportunity for co-educational bowling; club outings in the spring; films on health and sex education; instructional films on golf, tennis and archery. As yet, little interest on the part of the girls has been evidenced in these areas.

In contrast to the need, women and girls are receiving only a fraction of the physical training that men and boys are getting. At puberty the girl should have a larger lung capacity than the boy, because the next few years are going to be years of physical strain, when her activity will be restricted by both her long dress and monthly periods.²

Sound health, mental and physical, of girls requires the full attention of the Jewish center on the health needs of girls in the community.

Programs for women and girls, though not as extensive as programs for men, are deserving of careful and deliberate planning so that the needs of this

1 Samuel Levy, "Report of Physical Education Seminar", National Association of Jewish Center Workers, Proceedings, 1947, Baltimore, Maryland. P. 24.

2 Henry S. Curtis, Education Through Play (The Macmillan Company, New York, 1924) P. 25.

group may be adequately met. Thoughtfully planned health and physical education activities can serve to stimulate greater interest in health on the part of large numbers of people and at the same time help them raise health education standards.¹

Also, in the intermediate area there has recently been formed a Jui Jitsu class under the guidance of a qualified instructor. It is given one night a week in the gymnasium to a select and limited group of members in the fourteen to seventeen years age grouping. Emphasis is placed on good sportsmanship and fair play, as well as the mastering of the skill.

The New England Jewish Welfare Board sponsors league basketball competition among the Jewish Community Centers of New England for the intermediate division. Competition among the various centers is keen and the teams are composed of talented intermediates who play in their respective club teams in the intra-mural Hecht House league. Group and individual status is thus cultivated for the team and members within the Hecht House as well as the other centers in New England.

In the adult area, classes are held for women on Mondays and Wednesdays, with emphasis on calisthenics. The individuals who cannot keep up with the group in terms of physical ability are placed in a separate sub-group and are given individual attention. Thus, individual physical differences are taken into consideration and therefore do not hinder the member from

¹ Fritzi Sata, "Health Education for Women", Jewish Center Program Aids, January, 1950.

taking advantage of the classes for her own benefit. The attendance records for women fall off during the winter, due to cold weather. The men attend classes on Tuesdays, Thursdays, Saturday evenings and Sunday mornings. They participate in calisthenics, ping pong and volleyball. Hecht House has entered a team in a volleyball tournament sponsored by the New England Section Jewish Welfare Board. The members, many of whom are over thirty years of age, take great pride in their new status.

LYNN JEWISH COMMUNITY CENTER

Junior Program (Male, age eleven to fifteen years)

Many of the juniors participate in team basketball competition called the Wild Animal League. From six-thirty until eight p.m. on Saturday evening, four teams compete with one another. The teams which finish first and second respectively play at the end of the season for the championship. Any junior member of the center interested in joining a team is welcome to do so. The teams are evenly divided and the competition is keen. From these teams juniors are chosen and form the nucleus of the Junior Varsity Basketball Team, under the guidance of a coach. The team enters competition in the New England Section Jewish Welfare Board Basketball League.

Instruction is afforded to juniors in team and individual games. The physical education instructor assists in the teaching of soccer, volleyball and badminton. Individuals

who are not athletically inclined are encouraged to learn. Juniors also take advantage of private instruction in tennis, which is given at three p.m. on Wednesdays, as well as golf instruction which is given on Thursdays at three p.m. With the cooperation of the President of the Lynn Board of Directors, programs of outstanding personalities in the football world are presented from time to time. The purpose of these programs is to familiarize the juniors with the principles of the major sports.

The junior program is marked with variety in order to meet a number of different needs.

The qualified leader realizes that the basic program he establishes, while designed to satisfy the largest number, will not meet the needs of all; he knows that individual differences are many in number and so diversified that no basic program could include them all. He seeks to locate the interests of those who do not participate to preserve the initiative of those who have set purposes they are pursuing, and to give opportunity to those who seek to direct their own play. He senses the danger of oversupervision and domination. He realizes that his own program is an adult-conceived one which, although based on long knowledge of children's interests, may not fit all groups or individuals. Rather than to force all into line, he gives opportunity to children for creative planning, exploration in new fields, and experimentation.¹

Junior Program (Female)

Most of the older junior girls who desire to participate in athletics identify themselves with the intermediate girls' physical education program. The junior girls' program is a

¹ Elmer D. Mitchell, The Theory of Play, (A.S. Barnes and Company, 1948) Pp. 519-520.

weak area in terms of the gymnasium.

Intermediate Program (Boys, age fifteen to eighteen years)

The intermediates have their own house league which consists of four teams who participate in basketball competition. The games are held in the gymnasium on Saturday nights. Play-offs take place at the end of the season in order to determine the championship. Tennis and golf instruction are available under the guidance of specialists. The intermediate club groups who meet in the center are assigned gymnasium periods during the week. This gives every member of these clubs an opportunity to relate to the other members of their clubs.

Intermediate Program (Female)

The intermediate and senior girls have organized a basketball team for the purpose of competing there in the new center girls' extra-mural program. Each club, organization, and sorority to which these girls belong outside the center play one another competitively in the center gymnasium. Games are also scheduled with schools and other organizations. Practice sessions are held every Tuesday evening from six until eight p.m. The group at the present time has a membership of twenty girls and new members are being encouraged to join. The needs of a girl at the age of fifteen years, among which there is a need to develop physically as well as emotionally, are recognized by physical educators. Basketball is one medium through which this part of development is realized in part.

The artificial life of the school, with its long hours of forced physical inactivity while sitting in badly fitted seats and desks, leads to a slouching posture, and a listless air that, when left until the youngster attains her growth, can be corrected only with great difficulty. The youngster finds in play an invigorating tonic that expands her chest, develops her heart and lungs, straightens her up, and gives animation and zest to her whole being. Well directed play should give erect carriage, both by harmonious development of the muscles and by infusing poise and a spirit of self-confidence.¹

The other two activities in this division are the special interest areas of tennis and golf.

Adult Men and Women

The adult men participate mainly in the sports of volleyball, basketball and handball. Many play badminton and paddleball. Very few take part in tennis instruction, which is offered on Wednesday nights. However, the majority of the adult men are members of the Health Club and as one may conclude, the facilities are adequate to meet the differences in the needs of the individual members.

The adult women participate in the following activities: modern dancing, golf and tennis instruction, badminton, paddleball, volleyball, shuffleboard and exercise classes. In addition, many are members of the Health Club. The use of the Health Club by the women is encouraged by a comparatively low membership rate of eight dollars.

Center Sponsored Teams

The center sponsors teams in the following sports:

¹ Elmer D. Mitchell, The Theory of Play, Barnes & Co., 1948

basketball, volleyball and baseball. The Midgets is a team limited to youngsters in the fifteen-year-old and younger age group.

The Junior Varsity Team actively competes in the New England Section Jewish Welfare Board inter-center basketball league.

The Varsity basketball, volleyball and baseball teams are composed of all center members in the Young Adult and Adult categories who qualify. Of the two house baseball teams, one consists of boys under fifteen years of age and the other has already been mentioned.

BOSTON Y.M.H.A.

The facilities of the Boston Y.M.H.A. Recreation and Health Department include the following: a well equipped gymnasium, handball court, exercise room, showers, steam room, lockers, massage and sun room. Athletic equipment available includes the following: golf driving net, medicine balls, climbing ropes, heavy punching bag, table tennis, rowing machine, exercycle, jump ropes, bar bells and vibrator.

There are three inter-club basketball leagues sponsored by the Junior Council, Youth Council and Senior Council. There are seven clubs competing in the Junior League, sixteen competing in the Youth League, which is divided into division A and division B, each consisting of eight clubs, and there are four clubs in competition within the Senior League. Well defined rules and regulations are afforded to each group, so

that the leagues remain functioning smoothly.

Actively functioning are three inter-club bowling leagues sponsored by the Junior Council, Youth Council and Senior Council. In addition to seven junior clubs competing with each other, there are four girls' clubs in this division. Seven boys' clubs participate in the Youth Council Bowling League in addition to seven girls' clubs. The Senior Council League sponsors seven male clubs and two female clubs. Cups are awarded to the winning group within each council. Outstanding players are placed on the "Y" team.

No longer is the primary emphasis necessarily placed on unlimited age varsity sport competition. Greater attention is now being placed on house leagues, intermediate and junior age competitions. We still see basketball as the major sport, but handball, softball, volleyball, bowling, swimming, ping pong and golf are gaining increased prominence. Awards are still being given, but now frequently in the form of annual dinners and certificates. Greater stress is being placed upon participation and good sportsmanship upon winning.¹

The Wild Animal League is composed of eight adult teams. The competition amongst them takes the form of a round-robin schedule and the games are held every Sunday from eleven a.m. until one p.m. Ages of the participants range from eighteen years and above. In addition to the informal basketball activity, handball, volleyball, and the physical fitness

¹ Robert Morrison, "New Trends In and Types of Health and Physical Education Programming", Jewish Center Worker, October, 1949. Volume X, No. 3, p. 49.

class are available to the senior male membership.

In planning a program for the male age groups certain definite objectives should be sought. These are:

1. Organic. Gaining and maintaining health and organic vigor through exercise and instruction in matters pertaining to healthful living.
2. Educational. Gaining control of the neuromuscular apparatus through formal and informal games, sports, athletics and gymnastics. Gaining new skills.
3. Social and Recreational. Gaining of self-control, respect for the other fellow, cooperation, enjoyment, proper attitudes, and appreciations, leadership.¹

There are conditioning classes for men and women at various times during the week. All classes last for thirty minutes and the exercises are done to music. Other male special interests include boxing, fencing, wrestling and weight lifting. Female special interests include archery, folk, square and tap dancing.

Dancing offers many opportunities, especially to women, for health and artistic expression, as well as special recreation. It develops poise, grace and physique of body through proper muscular coordination and control. As music generally accompanies the dance, there is the rhythm of movement and a growing appreciation of the art of music as a cultural acquirement.

Dancing in one or more of its numerous forms should be a part of every girl's physical education. It may take the form of gymnastic dancing, athletic,

¹ Arthur W. Sher, "The Physical Education Program for Different Age Groups of Boys and Men", The Health and Physical Education Department of a Jewish Community Center (Jewish Welfare Board, New York: 1933) p. 31.

acrobatic, clogging, jiggling or soft shoe dancing. Folk dances are not only recreational but also full of historical value. Classes in social dancing may be included under the direction of the health or the social department of the Jewish center.¹

Golf and tennis classes will be initiated in the near future to fulfill the need and interest of many women. There is at present an active weight control class which meets every Tuesday at ten-thirty a.m. in the women's lounge.

The physical education instructor of the Boston Y.M.H.A. is a firm believer in strengthening intra-agency participation, as evidenced by the schedule. He also feels that the Health Club helps meet the needs of the adult membership, through the media listed below:

The Health Club performs a variety of services:

1. Encourages and develops lay leadership for the total center program.
2. Attracts and involves individuals who might otherwise not come to the center.
3. Provides an atmosphere of sociability and friendliness that is not equally apparent in other center program areas.
4. Provides a desirable area of program that competes successfully with the private commercial health clubs.
5. Health clubs are a very important source of income that helps to support other parts of the health and physical education program and the overall center program.²

¹ Robert Morrison, "The Physical Education Program for Girls and Women", The Health and Physical Education Department of A Jewish Center. (Jewish Welfare Board, New York: 1933) p.43.

² Charles Glovin, "The Health Club in the Jewish Center", Jewish Center Worker, October, 1949. Volume X, No.3, p.50.

The director feels, however, that the Health Club should not be an end in itself, but an integrated part of the overall health and physical education program. Activities are scheduled to involve not only the Health Club members themselves but the general membership as well, participating as a group with one objective in mind - a happy experience for all involved. This type of programming has been successful in the experience of the physical education department of the Boston Y.M.H.A. in taking away that exclusiveness which often times breeds unhappy feelings among the general membership, a feeling that they are not being served.

IS THERE A PLACE FOR DEMOCRATIC SELF GOVERNMENT
IN THE PHYSICAL EDUCATION PROGRAM?

With the many activities scheduled in a well planned and purposeful health and physical education program, there is presented a natural setting to formulate into democratic action councils and committees representative of all age levels and all groups. Only through councils and committees will the needs, desires and interests of the membership at large and the community become known. They are often times helpful in attaining our objectives and goals.¹

HECHT HOUSE

The intermediate council is the planning body for the youth at Hecht House. It meets every two weeks with a group work professional. The physical education committee of the council is made up of two representatives of each youth group meeting in the agency. This committee meets bi-monthly with

1 Charles Glovin, "Physical Education in Relation to the Entire Center Program", Jewish Center Worker, October, 1949. Vol. X, No. 3.

the physical education director, in order to evaluate programs and plan for future gymnasium and other athletic activities. Recommendations resulting in this committee are brought back for council consideration. After a vote is taken, further negotiations are held by the committee in cooperation with the director of physical education and differences are worked through with compromise in relation to the satisfaction of the council, the athletic committee, and the physical educator. Another important function of the Intermediate Council athletic committee is to assist the youth clubs with all physical education programs. The president of the Intermediate Council is a member of the board of directors.

The board athletic committee has two main functions, namely:

1. To plan programs for the juniors.
2. To sponsor the Varsity teams.

This committee is composed of interested, active members of the community and members of the Hecht House health and physical education program.

A leadership training program for club leaders has been developed this year under the sponsorship of the group work staff in cooperation with the physical education staff. Through the medium of informal classes, the club leaders are encouraged to feel at home in the gymnasium. Instruction is given in the areas of coaching and the rules and skills of volleyball, basketball and other sports. The club leaders

also are encouraged to see their groups through the activities within the area of the athletic program.

LYNN JEWISH COMMUNITY CENTER

Leadership potential is noted within the physical education program activities through the observation of the physical education staff. The principle and need of self-government is recognized and encouraged through the medium of three intra-mural athletic councils. The councils are made up of one member of each team which participates in the respective leagues; junior, intermediate and senior. Each of the three councils meet every two weeks with the director of physical education in order to evaluate the programs and plan for future activities. In contrast to the Boston Y.M.H.A. and Hecht House, these athletic councils have no relationship with the junior and intermediate councils which come within the jurisdiction and supervision of the group work department.

The health and physical education committee of the board is very active; by far the most active in relation to the physical education committees of the Boston Y.M.H.A. and Hecht House. It meets regularly to consider, evaluate and aid in the planning and formulating of the program and related policies. The committee is made up of thirty-five men and women, the chairman of which is a permanent member of the board of directors. Many of the adults on the committee are active members of the health and physical education program. Special gymnasium interest groups are also represented on this

athletic committee.

BOSTON Y.M.H.A.

Each of the three youth councils, Junior, Intermediate and Senior, elects two representatives who go to make up the respective Junior, Intermediate and Senior athletic committees. These committees discuss program plans, problems and evaluations in cooperation with the physical education director. Proposals are brought back to the various councils by their representatives. Discussion is held and a vote finally taken. If the proposals are defeated, they are brought back to the athletic committee for further discussion and evaluation.

Leadership potential is recognized in the gymnasium through observation. The physical educator encourages youngsters who evidence leadership qualities so that they may assume responsibilities at a pace suitable to their individual needs. Initial duties might occur in the roles of a coach, referee, or time keeper. However, there is no organized physical education leaders' program as such. Nevertheless, leadership in the physical education program is directly related to the agency sponsored Leaders' Training Course. The Boston Y.M.H.A. uses a variety of methods to train their volunteer leaders. These include:

Formal Training Course

Leaders' Conferences

Leaders' Club

Volunteer Leaders' Staff Meetings

For reference on above see Note 1 below.¹

About eighty-six per cent of the volunteers participate in the training. The volunteer leadership is integrated into the general agency program. Leaders are encouraged to serve on physical education committees in order to formulate plans and programs, as well as to carry through with these plans and programs. The full-time group work and physical education staffs act as guides.

Leaders meet for training bi-weekly. Methods stressed have included lectures by specialists, discussions led by volunteer leaders and visual aids. Socio-dramas have followed discussion, as well as workshops.

During the summer months a two-day, inter-agency course is sponsored by the Jewish Welfare Board for volunteers and professional summer day camp counselors. This is followed by an intensive three-day course at the Boston Y.M.H.A. for Y.M.H.A. leaders.

Content stressed in the training program of the Y.M.H.A. includes the role of the leader, the individual in group work, teaching program skills - which includes athletic skills and policies of the agency.

Many of the adult participants in the gymnasium and health programs comprise the twenty-five people who make up the

1 Sylvia Glickman, "A Study of Sixteen Training Programs for Volunteer Group Leaders in Settlements and Youth-Serving Agencies of Greater Boston 1948-1949". Thesis, Boston University School of Social Work, 1950.

athletic committee of the Boston Y.M.H.A. It is made up of active members in the gymnasium and some inactive people. The functions of the committee are as follows:

- A. Formulate policies of the physical education department.
- B. Determine rules for use of gymnasium and physical education facilities.
- C. Approve program and schedules.
- D. Confer with the head of department and staff members and review their reports.
- E. Represent the center in inter-organization relations, dealing with health and athletic competition.
- F. Aid in securing funds for prizes and awards.
- G. Organize medical advisory board.
- H. Organize Athletic Council.
- I. Prepare all records and forms needed in department.
- J. Visit classes, games, and activities as often as possible.
- K. Advise on sources for purchase of supplies and equipment.
- L. Approve all expenditures of the department.
- M. Plan athletic rallies, athletic exhibitions, and functions for promoting gymnasium membership.
- N. Recommend annual budget of department to Board of Directors.
- O. Meet at least once monthly and submit written reports.
- P. Interpret the work of the department to the Board and the community; and aid in publicity and promotion.
- Q. Maintain active relationship with the Department of Health and Camping of the Jewish Welfare Board and the New England Section - Jewish Welfare Board physical education committees and keep informed of all

policies and programs recommended by national and regional conventions and conferences.

- R. Recognize and inform the Board of changing trends in health education.

CHAPTER VI

THE RELATIONSHIP OF THE HEALTH AND PHYSICAL EDUCATION
PROGRAMS TO THE NON-ATHLETIC PROGRAMSHECHT HOUSE

Before consideration of an integrated approach to the group work and physical education services of Hecht House, there had to be a careful evaluation of the following factors: size and structure of the agency and the type of staff.

The Hecht House staff has felt that the goals of physical educators and group workers are similar; namely, to help individuals experience activities through which they might grow and develop into healthier, happier people. The tools physical educators and group workers use in attaining these objectives might be different, although each might share his skills with the other. In relation to the latter point, the physical education director of the Columbus, Ohio, Jewish Community Center recommended the following:

That there be a definition of the physical education method as group work method by both physical educators and trained group workers, so that both groups recognize that they are doing a similar job using in many cases the same methods but different tools.¹

Hecht House staff feels that the physical educator must concern himself with his role as physical educator and the group worker must view himself as a group worker. It is

1 Samuel Stellman, "Is There a Future in the Physical Education Center Field?", Supplement to the Jewish Center Worker, 1950. p.3.

important that both types of workers understand their roles in the total agency and function efficiently within that role. However, each staff member feels that he is part of a team - hired to serve the same individuals.

In order to analyze the total agency picture, we must look at the work of the coordinator or executive director. He is the one who is responsible for the overall agency policy, program, budget and interpretation.¹

Now let us examine the role of the physical education director. The well balanced, diversified program requires definite responsibilities on the part of the worker. As an important unit in the total center picture he should be actively familiar with the other departmental programs.²

At Hecht House the director of activities and the physical education director feel strongly that the physical educator, as well as the group workers, must know what other departments are doing, so that joint planning will be accomplished for the benefit of the membership served.

The staff at Hecht House recognizes the importance of how it regards the member and just how the member regards himself and his colleagues. Is he a gymnasium member? Is he a club member? Is he solely a member of the arts and crafts activity? Many agencies set up barriers to identification with the total service by creating various types of membership. But if effective service is the most important consideration of the

1 Stellman, Op. Cit., p. 4.

2 Harold Lefcourt, "The Group Work Process in Physical Education Setting", Supplement to the Jewish Center Worker, 1950, p. 10.

agency, then it logically follows that the agency has the duty to be concerned with how the individual can get the most out of everything the agency has to offer.

In planning to meet Jewish needs, centers should emphasize a positive identification with Jewish life. It is the thesis of the Jewish center that experience in Jewish group living is necessary for each individual's fullest development.¹

The staff does not view the individual's participation in the center as a "catch as catch can" arrangement. The physical education director of Hecht House is not surprised when he hears that one of his team members is in a Maccabee play. The integrated system for the service of members is devised before the problem develops. The integration process is set in motion by the "intake worker". All new members at the time of registration and all old members in all youth and adult age groups are seen individually by this staff member. He may be a staff person especially designated for the job, or a staff member responsible for the program of a particular age division. The following are the duties of the "intake worker":

1. Interpret to the member what activities the center has available for his use.
2. Ascertain the member's interests.
3. Follow through by matching the activities available with the member's interests.

If the member's primary interests were in the area of

1 Densch, Op. Cit., p. 7.

athletics, the "intake worker" would introduce him to the physical education staff. The same introduction would likewise take place in other program areas.

A record of this initial contact is kept, in addition to an index card to the member's participation. Thereby, any staff person interested in a particular member might find out the other activities in which the member takes part and then arrange a clearing with other staff members who are on the team serving the member. Everyone must have an idea of what the remaining workers are doing, so that a referral for specific help can be achieved.

The "intake worker" alone does not make for this coordination. At Hecht House the plan calls for club groups to be members of league teams. The gymnasium is but another setting for work with the clubs. There is constant clearing between the physical education director and the group workers. Within the past few months additional steps in integration were taken in the form of an invitation the club advisors received to attend a "basketball clinic", at which they would learn the fundamentals of coaching, in addition to an invitation to attend a leaders meeting, at which they might become acquainted with club programming in the gymnasium. The focus is on what an activity means to a group and the individuals therein. The staff, in this way, is attempting to aid the advisors who know the individuals and work with them in a great variety of activities, including athletics, dramatics,

and others. Involved is the understanding of how to work with a specialist. Both the club workers and the specialists must recognize that each has a contribution to make, one well acquainted with the inter-actions taking place, and the other a master of a particular skill.

At Hecht House, the physical education director is a full-time staff person and attends all staff meetings. Staff meetings at Hecht House involve discussions through which methods often times evolve - methods which enhance the work of the agency. The physical education worker's knowledge is used in planning social-recreational programs for the members at holiday times and throughout the year. Olympics, treasure hunts, hikes and games of all kinds are planned with the assistance and carried out with the direct help of the physical education worker, who is a specialist to be consulted and a fellow staff person who shares in the success and failure of all activities in the center. Club night in the gymnasium, recreation parties featuring square dancing, co-educational programs of all kinds are also types of activities which are the concern both of the group worker and physical education worker.

If the physical education program is one area of a total agency program picture, as in the case of Hecht House, membership involvement in planning activities is facilitated. At Hecht House, an Athletic Committee of the Intermediate Club Council considers programs of sports that affect their particular age group. The Council has assumed the responsibility for

the sponsorship of the high school age team in the inter-center league. The director of physical education works along with the group worker assigned to council. Each makes use of the other's special skills in serving the members.

To sum up - staff members at Hecht House consider themselves as members of a "team" in order to service the total youth and adult memberships along the road to the same goals.

LYNN JEWISH COMMUNITY CENTER

The Jewish Center Field through the medium of the group work process has made some notable gains in its attempt to develop the standards of experiences for individuals and groups, in terms of physical, mental, and cultural growth.

When we consider the many budgets, community facilities, and programs developed to make this possible for our communities, we find that the group worker occupies a key position in the process. He is the one who translates the community tools for programming so that the individual can plan for his own and group enjoyment. The social group worker, therefore, must have a real understanding of his function and role in the process of working with the people who come into our centers. Unfortunately, this development has been an uneven one because of a "split personality" now existing between the professionals working in the field.

There exists now a "cold war" between the group workers involved in physical education and those in non-athletic pursuits. As in the cold war now being perpetrated in the world about us, wherein the people can be the only sufferers, so it is in our own little version of the "cold war", that will make for a frustrated and unhappy membership.¹

The author of the above has presented a vivid picture of

1 Lefcourt, Op. Cit., p. 9.

the relationship between physical education professionals to group work professionals in many Jewish centers today. Many of the principles of group work are being used within the physical education program in the Lynn Jewish Community Center; their application will be discussed on the following pages. However, the physical education instructor is deeply concerned over the "cold war" which is going on, in terms of its effect on the membership.

The group work professional and the physical education director feel that there should be closer coordination between their respective departments. However, the investigator found only a few areas in which this goal has been realized. As an example of what can be done through cooperation, the director of activities and the director of physical education were concerned that many participants in the gymnasium activities were unaffiliated with any club group which met in the center. As a result, a survey was conducted to ascertain how many of these unaffiliated youngsters could be encouraged to band into clubs and become interested in other agency activities. This integration effort resulted in the founding of a solid club group, which is now very active in center program. However, the director of physical education is primarily concerned with the development of good athletes and does not have the time to evaluate the possibilities of further integration efforts with the group work department. The group work professional also is pressed for time, so that further

coordination seems quite unlikely for the time being. The physical education director had never been invited to the various club councils to discuss the implications of the various athletic program.

In order to analyze the total agency picture we must look at the work of the coordinator or executive director. He is the one who is responsible for the overall agency policy, program, budget and interpretation. He is the one who, in terms of administration, establishes departmental structure. This does not mean that each department operates autonomously but rather as a part of the integrated whole.¹

The physical education director has been given some understanding of his role by the executive director at staff meetings. As a professional in a group work agency, he has the responsibility to integrate the activities of his department into the whole fabric of center services. His responsibilities include the planning and administration of a health education, recreation and sports program directed toward the teaching of sound health habits and enjoyment of recreation. However, the impression was gained that the physical education professional had never been afforded a clear-cut understanding of his function within the agency. The responsibility of an adequate interpretation of function rests upon the shoulders of the executive director. Many physical education professionals feel the same way.

Thus when the executive director establishes the climate for unified staff operation the staff functions

1 Lefcourt, Op. Cit., p. 10.

on a more secure basis and in turn enables them to do a more competent professional job. When group workers in athletics are liberated to function in this manner - what was formerly designated as a dumping place for recreational outlets in large group activity on a disunified basis, now takes on added meaning as the prominent area of intake of individuals seeking to satisfy various needs and interests as one part of the agency with the guidance of a group worker, whether a physical education group worker or one in non-athletic pursuits.¹

BOSTON Y.M.H.A.

The investigator found that almost all the youth clubs in the Boston Y.M.H.A. participate to some degree in other agency program; the physical director is of the opinion that the members' participation in other agency activities should be encouraged. Very few of the adult men who are members of the gymnasium activities interest themselves in other agency program. However, fifty per cent of the adult women affiliates of the health and physical education program take advantage of other agency program. The staff at the agency viewed the adult preoccupation with athletics exclusively as not a wholesome situation and added that both the physical education department and activities department were working together in an effort to evaluate the problem with the view to finding ways and means of introducing these adults to other agency program areas which would meet some of their differing needs.

Further evidence of coordination between the two departments is the physical structure and inter-relationships

¹ Lefcourt, Op. Cit., p. 13.

between the Junior Council and its athletic committee, the Intermediate Council and its athletic committee and the Senior Council and its athletic committee. Through this medium the entire staff is in a position to encourage the individual club and its members to become acquainted with the total athletic and non-athletic programs of the agency.

The member's club group is represented on the council; the representatives on the council elect athletic committees, program committees, and planning committees. Therefore, the club member of the Boston Y.M.H.A. is in an advantageous position to become better acquainted with the total agency services and learn how to use them than would be the case in an agency devoid of any departmental coordination.

The physical education director feels that with the many activities scheduled in a well planned and purposeful health and physical education program, there is presented a natural setting to formulate into democratic action councils and committee representative of all age levels and all groups. Only through councils and committees, believes the health director, will the needs, desires, and interests of the membership at large and the community become known. These councils and committees exist at the present time.

The physical education director feels that he is doing a job similar to the group worker, because both are concerned with the wholesome growth of the individual member. The investigator found that the physical education director has the

same objectives in mind as the group workers, but uses somewhat different tools in the process; that he regards the physical education department as an integral part of the one over-all unit. Even though he advocates closer cooperation, he did not feel that supervision of the physical educator by the group worker was a valid method toward the realization of this goal. One Jewish center physical director would agree with the health director in the Boston Y.M.H.A.

The agency administrator must have a clear understanding as to the role of the departmental program and recognize the contribution that can be made by each worker. This must also be present in staff meetings, supervisory conferences and total interpretation to both lay and professional staff.¹

The physical director is well acquainted with what is going on in other program areas and uses the gymnasium as an organizing device for unaffiliated individuals in terms of an agency group or other-than-athletic agency activity. These gymnasium members are referred to a member of the professional group work staff. These referrals are an effort in the area of integration between the two departments.

¹ Lefcourt, Op. Cit., p. 11.

CHAPTER VII

WHAT FACTORS AFFECT THE PHYSICAL EDUCATION DIRECTOR'S
UNDERSTANDING OF GROUP WORK?EDUCATIONAL BACKGROUND

The educational background of a physical education director is very important in terms of his being able to understand the psychological factors which affect the individuals who are served by his program. This leads the investigator to examine the kinds of courses required by a college graduate for entrance into a graduate school of physical education. The trend for graduate study in physical education is a late one and during the last six years great growth has taken place in this area. A recent survey by H. Harrison Clarke¹ of the School of Education, Syracuse University, relates that seventeen institutions have established the master's degree in physical education since 1927, while only nine did so prior to this date. Twenty-six institutions, which include members and non-members of the Association of American Universities, give master's degrees in physical education.

Requirements for Admission to Candidacy for the Master's
Degree in Physical Education

It is common practice among universities and colleges to require prerequisites in undergraduate physical education study, before the student is admitted to candidacy for the

1 H. Harrison Clarke, "A Survey of the Requirements for the Master's Degrees in Physical Education" (A. S. Barnes and Co., 1935)

master's degree in this field. Non-members of the Association of American Universities are more concerned with the undergraduate physical education training of the students than with other courses which may not directly relate to technical training in physical education. The majority of the institutions require that the student have a background in courses such as the Nature and Function of Play with little or no other course requirements which relate to the area of psychology.¹ This fact, and the lack of any course requirements in group work, may partially account for the small degree of acquaintance with the implications of group work on the part of the physical educators interviewed in this study.

Requirements for the Master's Degree in Physical Education

A great majority of the institutions which give master's degrees in physical education require study in the following areas: organization and administration, history, philosophy and principles of physical education, physical therapy, and research.² Some of these courses include a degree of psychology as it may relate incidentally to the course material. However, very few, if any, courses in psychology are required by any of these institutions of higher learning.

Educational Backgrounds of the Physical Education Directors

The director of the physical education program at the Boston Y.M.H.A. is a graduate of Ohio State University, where

1 H. Harrison Clarke, Op. Cit.

2 Ibid above.

he received a Bachelor of Science Degree in Education. He also received a Master's Degree in Education at Boston University. Courses studied included Psychology and Sociology. He has recently completed a course in Administration at the Boston University School of Social Work. This course was not primarily an orientation to group work, although some of the group work philosophy was discussed.

The director of the physical education program at Hecht House is a graduate of Boston University, where he received a Bachelor of Science Degree in Education. He has completed thirty hours of credit towards a Master's Degree in Physical Education. Courses completed include twelve hours of psychology and six hours of guidance.

The director of the physical education program at the Lynn Jewish Community Center has a Bachelor of Science Degree in Education and a Master's Degree in Physical Education.

EXPERIENCE BACKGROUND

The physical education director of the Boston Y.M.H.A. was an instructor in teacher-training for ten years at Boston University. He was engaged by Boston University in athletics, having specialized in physical therapy work with the various athletic teams of the University. He has been active in summer camps for the last twenty-two years. He was the assistant physical education director at the Boston Y.M.C.A. for two years. Subsequently he took the job of physical education director at the Boston Y.M.H.A. and has been in this position

for the past six years.

The physical education director of Hecht House taught in the Brookline High School and was subsequently placed in the Devotion Grammar School as an athletic coach. He has had three years' experience at summer camps and has held the present position at Hecht House for the past two years. Until his Hecht House experience, he had not practiced group work as such.

The physical education director of the Lynn Jewish Community Center has had many years' experience in summer camps, settlement houses and youth groups. He has been associated with the center in the present position for the past two years.

WHO SUPERVISES THE PHYSICAL EDUCATION DIRECTOR?

In Hecht House, the Director of Activities is responsible for the supervision of the physical education professional. In the Boston Y.M.H.A. and Lynn Jewish Community Center the physical education professionals are supervised by the executive directors. There is a closer relationship between the group worker and the physical education director in terms of supervision at Hecht House. In the Boston Y.M.H.A. the educational and experience backgrounds of the physical education director may be partially responsible for his understanding of the group work process. In the Lynn Jewish Community Center there exists a unique supervisory set-up. The director

of activities and the physical education director are supervised directly by the executive director during the fall, winter and spring seasons. However, during the summer day-camp season, the director of activities becomes the camp director and the physical education director is his supervisory subordinate.

The entire question of cooperation and coordination of the group work department and the physical education department presents a problem. One of the main reasons is that in Hecht House and the Boston Y.M.H.A. a youth group must take the form of a club before it may participate in the gymnasium activities. However, in Lynn the majority of individuals lose their group affiliation to clubs before entering the various leagues. They enter the leagues in the gymnasium as individuals not bound together by center club membership. As far as the staff of the center is concerned, the gymnasium members are a mass of unaffiliated members. The lack of adequate staff in all three agencies is another contributing factor in the area of the physical educators' minimum understanding of group work and its usefulness within their area of program.

CHAPTER VIII

CONCLUSIONS

The purpose of this study was to investigate the physical and health education programs at Hecht House, the Lynn Jewish Community Center and the Boston Y.M.H.A., with a view to discovering the relationship of health education for group work principles.

The facts show that the health and physical education programs of the three centers fulfill the needs of individuals with varying degrees of effectiveness. At Hecht House, individual needs are ascertained through the medium of a personal interview by a staff member with the new member at the time of registration. Through this "intake process" a member is aided to join and adjust to those physical education activities which will best suit his individual needs. At the Lynn Center and Boston Y.M.H.A., individual needs are recognized somewhat later in terms of time; after the individual members are engaged in the physical education activities. The physical education program at all three centers is generally the same. It includes activities which tend to develop neuro-muscular skills; namely, basketball, volleyball, and badminton. Each of the three centers enters teams in all age groups into the New England Section Jewish Welfare Board athletic competition. However, the facts point up the emphasis in recent years on intra-mural programming in terms of house leagues. There has

been considerable de-emphasis on inter-center activities, although this area is still important in terms of status afforded the participants and their interactions with members of other Jewish centers. The investigator found that the programs of all three centers tended to account for the physical development of adults in terms of classes in calisthenics. However, the facts show little or no emphasis in this area for the younger members; juniors, intermediates and seniors, although the need for such programming was evidenced in the physical education literature. The physical education directors are devoting more time in planning and evaluating activities for girls and women. The Lynn Jewish Community Center has recognized the importance of health and physical education activities in meeting the physical, social, emotional and psychological needs of females. Programming has grown to the point where an entire day is devoted to the female membership, and where a part-time female instructor is employed. Physical education programming for females at the Boston Y.M.H.A. has resulted in a very active intermediate basketball league and a well patronized health club. At Hecht House, the program for the female membership is somewhat limited as compared with the other two centers, but the membership is being encouraged by the active planning, evaluation and encouragement of the physical education director and his staff.

The facts show that there is a definite place for

democratic self-government in the physical education programs of the three centers. The youth councils of Hecht House, and the Boston Y.M.H.A., have a real voice in the dynamics of the democratic process. At the Lynn Jewish Community Center, the youth members assert their democratic rights through a different medium, namely athletic councils. In contrast to the other two centers, these athletic councils have no relationship with the junior and intermediate councils, which come within the jurisdiction and supervision of the group work department. At all three agencies, the physical education staffs recognize the importance of the democratic process within their departments. The investigator found that the adult memberships have a much more active role in the formation and evaluation of their programs than the youth memberships. Board athletic committees of all the centers studied are, for the most part, active members of the health education programs. They assert a positive role in aiding the physical education staffs to fulfill the departmental functions - such as formulating policies and sponsoring youth athletic groups.

The recognition and development of leadership is an important area of individual needs. At Hecht House the development of a formal program of physical education leadership training has recently taken place. This is considered as a sub-area of an over-all leadership training course. At the Boston Y.M.H.A. there is no organized physical education leaders' program as such. Nevertheless, leadership in the physical education

program is directly related to the agency-sponsored Leaders' Training Course. At the Lynn Jewish Community Center there is no formalized physical education leader's training course. Leadership potential is noted within the physical education program activities through the observation of the director and his staff.

The relationship of the health and physical education programs to the non-athletic programs of the three centers proved to be an important aspect of the study. The facts showed that there is a far greater degree of coordination between the two programs at Hecht House than the Boston Y.M.H.A. and Lynn Jewish Community Center. The "intake process" at Hecht House is but one of the reasons for this degree of coordination. The gymnasium is but another setting for work with the clubs. The director of physical education works along with the group worker in the areas of council, social-recreational programs and club nights in the gymnasium. The staff members at Hecht House consider themselves as members of a "team" working towards the same goals. There is a lesser degree of coordination between the physical education and group work programs of the Boston Y.M.H.A. than Hecht House. The facts point up some of the reasons as the following:

1. Unlike Hecht House, where the physical education instructor is supervised by the director of activities, the executive-director of the Boston Y.M.H.A. supervises the physical education instructor.
2. The Boston Y.M.H.A. has not had the opportunity to

initiate the "intake process" which is in effect at Hecht House.

3. The existence of a so-called "cold war" which is now in evidence to a small degree.

There has been a meaningful attempt on the part of the over-all staff to interpret the physical education program and the group work program to the membership; their inter-relationship and complimentary aspects. There is further evidence of coordination between the two departments; namely, the physical structure and inter-relationships between the three youth councils and their athletic committees. Through this medium the over-all staff encourages the individual club and its members to become better acquainted with the total athletic and non-athletic programs of the agency.

There is a smaller degree of coordination between the group work and physical education programs at the Lynn Jewish Community Center than at the Hecht House or Boston Y.M.H.A. The group work and physical educational professionals feel that there should be closer coordination between their respective departments. However, the facts evidenced minimal results toward this end. The reasons for the small degree of coordination are as follows:

1. Inadequate staff.
2. Very few youth clubs exist at the center in terms of the large numbers of close-knit clubs found at Hecht House and the Boston Y.M.H.A.

As a result, there is a large number of unaffiliated youth and adult members.

What factors affect the physical education director's understanding of group work? There is evidence that the educational and experience factors as well as the supervision factor tend to have a direct bearing on the question. The physical education directors of the Boston Y.M.H.A. and the Lynn Jewish Community Center have their Master's Degrees in physical education. The physical director of Hecht House has completed thirty hours of credit towards a Master's Degree. However, the education of physical education directors did not emphasize courses which would lead to a greater understanding of the aims and methods of group work. Each of the three physical directors had a substantial experience background with the youth of various ages in the areas of camping, athletics, and teaching. Supervision of the physical education directors, by whom and why, proved to be a sensitive area. To a man they believed that being supervised by a group worker is an infringement on their function as a physical education director. This area is a sore spot to a greater degree in the Lynn Jewish Community Center. During the fall, winter and spring seasons both the director of activities and the physical education instructor are supervised by the executive. However, the physical education instructor is supervised by the director of activities in the summer day camp program. This structural set-up makes for friction and misunderstanding between staff members, as was evidenced in the study relating to the "cold war" facts.

RECOMMENDATIONS

Areas Needing Further Attention and Coordination

The "intake process" in Hecht House has proved to be a useful instrument in making the member's affiliation and participation in physical education activities and other center activities a significant and developmental experience. It would be well for the executives and staff of the Boston Y.M.H.A. and the Lynn Jewish Community Center to evaluate the advantages of this process and how it might be used in relation to their over-all programs.

The conclusions reached by the investigator show that there is need for more adequate interpretation by the executives in terms of the complementary aspects of the physical education and group work programs. A more meaningful job must be done at staff meetings in order to clarify the respective roles of the two departments in relation to the agency function and objectives. This should be done to halt the "cold war" which is now in evidence to varying degrees within the centers studied.

Further attention should be given to the area of the "problem kid" and how best to handle the situation in terms of treating the problem. This would presuppose the following:

1. Close cooperation between the athletic and group work departments.
2. A system of referral.
3. A free exchange of information concerning the youngster between the athletic and group workers.

Subjects for Further Study

The study has borne out the need for further study in the following important areas:

1. What is the place of the health club in the Jewish Community Center?
2. What is the relationship of culture to the area of competition within the physical education program?
3. Is there a place for Jewish content in the physical education program of a Jewish Community Center?
4. What are the implications of the current trend in health and physical education programming for women and girls in the Jewish Community Center?
5. What is the relationship of spectator sports to physical education budgetary requirements in the Jewish Community Center?

Approved:


Richard K. Conant, Dean

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APPENDIX A

A Questionnaire Presented to the Physical Education
Directors in a Personal Interview

1. Personal information.
 - a. name
 - b. age
 - c. occupation
 - d. education
2. Please list courses studied in the area of Psychology and Social Work.
 - a.
 - b.
 - c.
 - d.
 - e.
3. How long have you been associated with this agency?
4. Please list any youth experiences you have had in the past.

KIND

MONTHS

YEARS

- a.
 - b.
 - c.
 - d.
 - e.
 - f.
- 5(A) Are you a member of any professional organizations?
Please indicate with check. (a) yes _____ (b) no _____
- (B) If your answer is (a), please list the names of such organizations.
- a.
 - b.
 - c.
 - d.
- 6(A) How many full time workers do you have in your department?
No. _____
- (B) What is the extent of their non-professional training and youth experience?

1. How much professional education have they had?
- (C) How many part-time assistants do you have in your department?
- No. _____
- (D) What is the extent of their youth experience and professional training?
7. Do you have an adequate staff to meet the present need? Please indicate with a check (a) yes _____ (b) no _____
 - a. If your answer is (b), what additions would you recommend and why?
 8. What is the function of the agency?
 9. What is the role of the physical education department?
 10. Have you ever been given a definition of your role in the agency? Please indicate with a check (a) yes _____ (b) no _____
 - a. If your answer is (a):
 1. When?
 2. Where?
 3. By Whom?

4. Other prevailing conditions.

11. Are you doing a similar job to the group worker? Please indicate with a check (a) yes _____ (b) no _____

1. Please give reasons for your answer.

12. Which of the following best describe your status in the gymnasium? Please indicate with a check.

- a. Professional _____
- b. Player participant with whom to compete _____
- c. Combination of a. and b. _____

13. To what degree are you familiar with other agency program? Please indicate with check.

- a. well acquainted _____
- b. moderately acquainted _____
- c. somewhat acquainted _____
- d. not at all acquainted _____

14. Is the physical education department an area in which the group work program should be interpreted?

(a) yes _____ (b) no _____

1. If your answer is yes, to what degree? Please indicate with a check.

- a. always _____
- b. sometimes _____

15. Do you use the gymnasium as an organizing device?

(a) yes _____ (b) no _____

1. Please give the reasons for your answer.

16. What community settings are used for physical education facilities? Please check those which are used.

- a. parks _____
- b. play areas _____
- c. churches _____
- d. schools _____
- e. outdoor pools _____

A. Other?

17. Do other groups in the community other than those consisting of agency members use the facilities of the physical education department?

(a) yes _____ (b) no _____

1. If your answer is yes, please list the groups.

- a.
- b.
- c.
- d.
- e.

2. If your answer is no, please elaborate.

18. What percentage of the membership in the physical education program are unaffiliated with any other agency activity?

_____ %

1. Should these individuals be

Please indicate your answer with a check

- a. left alone _____
- b. encouraged _____
to participate in
the group work
program?

2. Please elaborate on your answer.

19. Please list the activities which comprise the physical education program in terms of the following age classifications:

<u>Youth</u>	<u>Young Adult</u>	<u>Adult</u>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

20. Is there a place for indigenous self-government in the physical education program?

(a) yes ___ (b) no ___

21. Do the participating groups in the physical education program have a role to play in the formulation and evaluation of program?

(a) yes ___ (b) no ___

22. How is leadership recognized?

23. How is leadership developed?

24. What is the relationship of the physical education department to the group work department in the area of leadership training?

25. What is the relationship of the Board of Directors to the physical education department?

26. Which of the following factors would you include as important in terms of the success of any physical activity program? Please indicate with a check.

- a. physical plant _____
- b. personnel _____
- c. aims of the center _____
- d. cooperation between the membership and the community _____
- e. budget _____
- f. experience and ability of the physical director and his staff _____
- g. other _____

1. Please elaborate.